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ABSTRACT

As one of five modules focusing on writing skills, this module on spelling and vocabulary is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. Designed for both teacher-directed and individualized learning situations, this module contains learning objectives, notes to the teacher, suggested activities, information sheets, and assignment sheets on using references, prefixes, suffixes, contractions, spelling "demons," hyphenation, commonly confused words, word meanings, and business vocabulary. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

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WRITTEN COMMUNICATIONS
Instructor/Student Guide

MODULE IV
Spelling and Vocabulary

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FOREWORD

This publication is intended to be used in a one-semester course on written communications. It may also be used to supplement other courses where written communications skills are included. The materials are designed so that they may be used in either a teacher-directed or an individualized learning situation. Also, each module is a complete unit and may be used independently of the other modules.

There is a need in business offices for people with good written communications skills who can effectively use word processing equipment and for people who can produce typewritten materials from machine or oral dictation. In spite of the fact that students have studied spelling, grammar, punctuation and other written communications skills throughout their school years, many students who enroll in business courses have not mastered these skills. This publication has been prepared in order to help students review or acquire these very important written communications skills.

Five modules have been developed for this Written Communications Series. These include Module I - Parts of Speech; Module II - The Sentence; Module III - Punctuation, Capitalization and Abbreviations; Module IV - Spelling and Vocabulary; and Module V - Proofreading, Composing and Editing. A synchronized slide/tape has been developed to augment each of these five modules plus an additional slide/tape which introduces the series. Each media package consists of a series of 35mm color slides accompanied by a cassette tape programmed with audible/inaudible pulses to advance the slides.

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

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TO HELP YOU USE THIS GUIDE

These materials may be used in either a teacher-directed or in an individualized learning situation. In order to use the guide effectively, instructors should become familiar with the organization and intended use of the materials which are explained below.

MODULES

The guide contains five modules. Each module includes the following components:

1. Objectives. Both general module objectives and specific objectives are listed and stated in measurable terms. Module objectives provide an overall goal for each module. Specific objectives state the specific performance required for the student to meet the module objectives.

2. Notes to the Teacher. These notes provide specific suggestions for the use of each module.

3. Suggested Activities and Instructional Materials. Activities for student and teacher use are suggested. While these activities are designed to be used in an individualized learning situation, they may be modified by the teacher for use with a group of students. A list of materials contained in each module is provided as well as a list of supplementary references.

4. Information Sheets. Information sheets contain essential information and examples. Information on these is correlated with the specific objectives for the module.

5. Assignment Sheets. Several assignment sheets are provided for each module. These should be completed by the student as indicated on the information sheets. An answer key is provided.

6. Slide/Tapes. For each module there is a slide/tape designed to rninforce the material contained in the information sheets. These slide/tapes may be viewed by the individual student or by a group of students.

7. Tests. Each module contains one pretest and two posttests. Specific suggestions for these tests are contained in each module. Answer sheets are provided.

COLOR CODE SYSTEM

Sections of each module are coded by color as indicated in the following key:

White - Objectives, notes to the teacher, suggested activities, instructional materials

Green - Information sheets

Gray - Assignment sheets

Yellow - Tests

Pink - Answers to assignment sheets and tests

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

MODULE OBJECTIVE

After completion of this module, the student should be able to: spell correctly a basic list of words frequently misspelled; identify and correct common errors in spelling and word usage in written material; demonstrate the ability to use a dictionary as a reference for spelling, pronouncing and word usage; and make correct word choices in preparing written material.

SPECIFIC OBJECTIVES

More specifically, the student should be able to:

1. Demonstrate the ability to use the dictionary and other references as sources for spelling, pronunciation, hyphenation and selection of words; spell correctly a minimum list of words commonly misspelled because they are mispronounced.

2. Identify prefixes; apply basic rules for adding prefixes in spelling words; detect and correct errors in the addition of prefixes to root words.

3. Identify suffixes; apply basic rules for adding suffixes in spelling words; detect and correct errors in the addition of suffixes to root words.

4. State rules for words spelled with the able/ible combination; spell correctly a minimum list of words ending in able/ible; detect and correct able/ible spelling errors in written material.

5. Express rules for words spelled with the ending ant/ance and ent/ence; spell correctly a minimum list of words ending in ant/ance and ent/ence; detect and correct ant/ance and ent/ence spelling errors in written material.

6. State rules for words spelled with the endings ize/ise/yze; spell correctly a minimum list of words ending in ize/ise/yze; detect and correct ize/ise/yze spelling errors in written material.

7. List rules for words spelled with the endings sede/ceed/cede; spell correctly a minimum list of words ending in sede/ceed/cede; detect and correct spelling errors in sede/ceed/cede words in written material.

8. List the rules for words spelled with the ie/ei combination; spell correctly a minimum list of words containing ie/ei letter combinations; detect and correct ie/ei spelling errors in written material.

9. State the basic rule for forming contractions; spell correctly a minimum list of contractions; detect and correct errors in contractions in written material.

10. Apply basic rules for hyphenating words; detect and correct errors in the use of the hyphen in written material.

11. Select and spell correctly words that are commonly confused; detect and correct word choice errors in written material.

12. Identify the meaning of word derivatives by using context, analysis, and/or a dictionary.

13. Choose, use, and spell correctly a selected business vocabulary; detect and correct vocabulary word choice errors in written material.

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

NOTES TO THE TEACHER

Basic spelling rules are emphasized in this module. You may wish to have some students do additional or advanced work, using some of the materials listed in the reference section.

The module has been prepared so that it may be completed by a student with only pencil and paper or with a typewriter. If possible, students should be encouraged to type their responses to assignment sheets since the response pattern for typing words is different from the response pattern for writing words. When students have difficulty spelling a particular word, they should be encouraged to practice typing that word in order to "get the feel" of typing the word correctly. Students are usually asked to respond to assignment sheets by writing (or typing) the correct word or correct spelling since this will reinforce the correct spelling of words more than if students are asked to respond by using A-, B-, C-type responses.

Roman numeral sections I through IX each contain a list of words that are commonly misspelled in business. Students should memorize these words. The slide/tape includes a spelling check, and students should write or type their responses as the words are dictated and then check their spelling with the Answers to Audio Tape Spelling Checks. Students should study the instruction sheets (including the spelling words), view the slide/tape for the appropriate section, and then complete the assignment sheet. You may wish to give a final spelling test over all words as a part of the posttest.

If a student achieves a score of 23 or better on the pretest, you may wish to advance the student to the next module or to provide the student with more advanced materials for improving spelling and vocabulary.

Suggested grading scale for posttest:

Correct Responses	Grade
24-25	A
22-23	B
20-21	C

If a student achieves below 80 percent (20) on the posttest, it is suggested that the student study the information sheets and repeat the assignment sheets covering problem areas. (Also, a review of the slide/tape presentation may be helpful.) Additional drill work may be provided for the student. (See reference list of suggested materials.) After further study, the student should take the second posttest.

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

SUGGESTED ACTIVITIES

I. Instructor

A. Read notes to the teacher. Decide if students will use pencil and paper or will type their responses to the assignment sheets.

B. Provide students with objectives sheet.

C. Give pretest.

D. Provide students with information sheets, slide/tape materials, and assignment sheets (including supplementary materials, if available).

E. Discuss module and specific objectives.

F. Prepare students to complete assignment sheets.

G. Evaluate assignment sheets as they are completed by students.

H. Give posttest.

II. Student

A. Read objectives sheet.

B. Take pretest. (If a score of 23 or better is achieved, advance to Module V or do advanced work as assigned by your teacher.)

C. For each Roman numeral section of the information sheets (I through IX),

1. Read information for the section.

2. Study list of commonly misspelled words.

3. View slide/tape (includes a spelling check).

4. Complete assignment sheet.

D. For each Roman numeral section of the information sheets (X through XIII),

1. Read information for the section.

2. View slide/tape.

3. Complete assignment sheet.

E. Take posttest.

INSTRUCTIONAL MATERIALS

I. Included in This Unit

A. Objectives

B. Information sheets

C. Assignment sheets

1. Assignment Sheet #1--References
2. Assignment Sheet #2--Prefixes
3. Assignment Sheet #3--Suffixes
4. Assignment Sheet #4--Able/ible
5. Assignment Sheet #5--Ant/ance, ent/ence
6. Assignment Sheet #6--Ize/ise/yze
7. Assignment Sheet #7--Sede/ceed/cede
8. Assignment Sheet #8--Ie/ei
9. Assignment Sheet #9--Contractions
10. Assignment Sheet #10--One word, Two Words, Hyphenated?
11. Assignment Sheet #11--Commonly Confused Words
12. Assignment Sheet #12--Word Meanings
13. Assignment Sheet #13--Business Vocabulary

D. Answers to assignment sheets

E. Module pretest

F. Answers to module pretest

G. Module posttests

H. Answers to module posttests

I. Answers to audio tape spelling checks

II. References

A. Books

1. Henderson, Greta L., and Voiles, Price R. *Business English Essentials*. 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1975.

2. Lamb, Marion M. *Word Studies*. 6th ed. Cincinnati: South-Western Publishing Company, 1971.

3. Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth; Clark, Lyn; and Stead, Bette Ann. *Business English and Communication*. 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1978.

B. Workbooks and Programmed Materials

1. Brendel, LeRoy A., and Near, Doris. *Spelling Drills and Exercises Programmed for the Typewriter*. 3rd ed. New York: Gregg Division, McGraw-Hill Book Company, 1979.

2. Brown, Alvin R. *Spelling: A Mnemonics Approach*. Cincinnati: South-Western Publishing Company, 1977.

3. Cleary, Joseph B., and Lacombe, Joan McCoola. *English Style Skill Builders*. 2nd ed. New York: Gregg Division, McGraw-Hill Book Company, 1974.

4. Schachter, Norman, and Clark, Alfred T. *Basic English Review*. 2nd ed. Cincinnati: South-Western Publishing Company, 1977.

5. Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth; and Clark, Lyn. *Student Projects and Activities for Business English and Communication*. 4th ed. New York: Gregg Division, McGraw-Hill Book Company, 1972.

C. Reference Manuals

1. House, Clifford R., and Koebele, Apollonia. *Reference Manual for Office Personnel*. 5th ed. Cincinnati: South-Western Publishing Company, 1970.

2. Sabin, William A. *The Gregg Reference Manual*. 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1977.

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

INFORMATION SHEET

I. References

While it is important to memorize the spelling of many words, it is also important to learn how and when to use references to check the spelling, pronunciation and meaning of words.

A. Dictionaries

Dictionaries give the following information for each word: spelling, word division, pronunciation and meaning(s). In addition, dictionaries may also show: the part of speech of a word, the origin of a word, how the word is used, synonyms (words with the same or similar meaning) of the word, certain irregular forms, plural of a noun, comparative and superlative forms of an adjective and whether the word should be capitalized.

Several kinds of dictionaries are available.

1. Unabridged--large, comprehensive dictionaries. These are heavy and are usually kept in a main reference area.

2. Standard or desk dictionaries--smaller than the unabridged. These are used in homes, offices and schools.

3. Special dictionaries--developed for use in offices requiring a special vocabulary such as medical and legal dictionaries.

4. Spelling or word division dictionaries--not complete dictionaries. These are small, pocket size and are useful for quick reference for spelling and/or word division of many words. Some may give brief word meanings.

B. Other References

1. Thesaurus - A thesaurus is very useful when you are writing. The material in the thesaurus is alphabetically arranged by IDEAS. For each idea, several words are given that would express the idea. For each of these words, several synonyms (words with the same or similar meaning) are given.

2. Manuals - A variety of reference manuals are available and are very useful. Most of these manuals contain information on grammar, punctuation, spelling, number usage, letter styles, etc.

3. Handbooks - Handbooks have been developed for use in specialized offices, such as medical and legal offices.

4. Office Style Manuals - Many offices furnish their employees with a handbook or style manual for reference. In addition to other information, these handbooks show the way an office or a company wishes various correspondence items to be handled.

5. Book of Synonyms - Words are listed alphabetically. For each word several synonyms (words with the same or similar meanings) are listed.

C. Reference usage

1. Dictionary guides

a. Page guides - You should become familiar with the dictionary you will be using. Words are listed alphabetically, with guides at the top of each page. Learning to follow these guides at the top of each page is essential to the skill of locating words quickly in the dictionary.

Example: A page with the top guides of letter and levee contains words within that alphabetic range. Let would be on the preceding page; level would be on the following page.

b. Usage guides - Each dictionary contains a guide for using it. This guide is usually near the front of the dictionary, and you should study the guide before using the dictionary.

2. Pronunciation

a. Many words are spelled incorrectly because they are pronounced incorrectly. The dictionary should be used to check correct pronunciations.

b. Be sure to study the pronunciation symbols used in your dictionary. An explanation of these symbols should be in the front pages of the dictionary.

c. Some words are misspelled because all letters or syllables are not pronounced.

Examples:	Incorrect	Correct
	Febuary	Febr<u>u</u>ary
	ivry	iv<u>o</u>ry
	lible	li<u>a</u>ble
	libary	lib<u>r</u>ary
	thery	the<u>o</u>ry

Some words are misspelled because extra letters or syllables are added when the word is pronounced.

Examples:	Incorrect	Correct
	ath<u>a</u>letic	athletic
	drown<u>d</u>ed	drowned
	fil<u>l</u>um	film
	burg<u>u</u>lar or berg<u>u</u>lar	burglar

When you look up an unfamiliar word in the dictionary, study both the spelling and pronunciation of the word. Give special attention to letters or syllables that are not pronounced clearly.

3. Hyphenation - When you need to determine if words should be hyphenated, you may refer to a dictionary or a reference manual. If you check two or more sources, you may find that the sources are not in agreement. If so, use either source (or the newest edition) and use the rule <u>consistently</u>.

4. Word Choice - Several sources provide information when you need to choose words for written material. A thesaurus, a dictionary and a book of synonyms will each list synonyms for words for which you may wish to find alternates. If you need to select a word or words to express an idea, then you would want to consult a thesaurus.

5. Capitalization - If you want to determine whether or not to capitalize a word (or words), you may use a dictionary or a reference manual. A reference manual will list specific rules for capitalization.

D. Commonly misspelled words

February	across
library	drowned
theory	extraordinary
because	maintenance
regular	secretary

Complete Assignment Sheet #1; check answers with your instructor.

II. Prefixes

A. Definition of a prefix: Pre means before. A prefix is a syllable, a group of syllables or a word added to the beginning of another word (root word).

Some common prefixes are:

anti	im	over
ante	in	re
bi	inter	un
de	min	under
dis	pre	

B. A prefix is added at the beginning of the root word.

prefix + root word

Examples: bi + annual = biannual
inter + office = interoffice
over + confident = overconfident
re + organize = reorganize

1. If the last letter of the prefix and the first letter of the root word are different, the prefix is simply added to the root word.

Examples: de + centralize = decentralize
non + essential = nonessential
trans + action = transaction
anti + trust = antitrust

2. If the last letter of the prefix and the first letter of the root word are the same, the same rule applies--add the prefix to the root word.

Examples: un + necessary = unnecessary
mis + spell = misspell
co + operative = cooperative
dis + service = disservice

3. There should NEVER be three identical letters in a row.

Examples: ill + legal = illegal (not illlegal)
ill + literate = illiterate (not illlerate)

C. Commonly misspelled words

undertake	overlook
dissatisfy	disregard
unneeded	underpaid
illegal	impartial

Complete Assignment Sheet #2; check answers with your instructor.

III. Suffixes

A. Definition of a suffix: Suf means to fasten on. A suffix is a syllable, a group of syllables or a word added to the end of another word (root word) or word base.

Some common suffixes are:

able	ing	ness
ed	ize	ous
ence	ly	some
ful	less	ment

B. If the root word is:

1. two syllables AND

2. ends with a single consonant preceded by a vowel, the final consonant of the root word is usually doubled.

Examples: prefer + ed = preferred
regret + ed = regretted
forget + ing = forgetting
begin + ing = beginning

However, if the new word does not keep the same accent as the root word, the final consonant of the root word is NOT doubled.

Examples: refer + ence = reference
differ + ent = different
credit + ed = credited
obtain + ing = obtaining

Exceptions: excellence, excellent

C. If the root word is:

1. one syllable AND

2. ends with a single consonant preceded by a single vowel AND

3. a suffix which begins with a vowel or is "y," the final consonant of the root word is usually doubled.

(REMINDER: VOWELS ARE a, e, i, o, u and sometimes y. All OTHER LETTERS ARE CONSONANTS.)

Examples: ship + ed = shipped
wit + y = witty
stop + ing = stopping
bag + y = baggy

Exceptions: words ending with w or x; other words that may be spelled two ways.

D. If adding the suffix ly:

1. If the root word has one syllable and ends in ll, one l is dropped so that there are not three identical letters in a row.

Examples: full + ly = fully (not fullly)
hill + ly = hilly (not hillly)

E. If the root word ends in e and

1. the suffix begins with a consonant, keep the e.

Examples: announce + ment = announcement
nine + teen = nineteen
nice + ly = nicely

2. the suffix begins with a vowel, drop the e.

Examples: move + able = movable
change + ed = changed
use + age = usage

F. Many root words that end in ce or ge keep the e when a suffix is added (unless the suffix begins with e, i, or y). Keeping the e gives a soft sound to the c or g.

Examples: notice + able = noticeable
notice + ing = noticing (suffix begins with i)
change + ing = changing (suffix begins with i)
change + able = changeable

G. Some root words that end in dge drop the final e when a suffix is added because the d gives the g a soft sound.

Examples: judge + ing = judging
judge + ment = judgment

H. If the root word ends in ue, the final e is dropped before the suffix.

Examples: true + ly = truly
argue + ment = agrument
continue + ing = continuing
due + ly = duly

I. If the root word ends in y and

1. the y is preceded by a consonant and

2. the suffix does not begin with i, change the y to i when the suffix is added.

Examples: supply + ed = supplied
marry + ed = married
satisfy + ed = satisfied
fry + ed = fried

J. If the root word ends in y and

1. the y is preceded by a consonant AND

2. the suffix begins with i, keep the y when the suffix is added.

Examples: supply + ing = supplying
marry + ing = marrying
satisfy + ing = satisfying
fry + ing = frying

K. If the root word ends in y and the y is preceded by a vowel, keep the y when the suffix is added.

Examples: annoy + ed = annoyed
convey + ing = conveying
stay + ing = staying
play + ed = played

L. Commonly misspelled words

beginning	judgment
different	truly
shipped	satisfied
fully	supplying
noticeable	stayed

Complete Assignment Sheet #3; check answers with your instructor

IV. Words Spelled with the Ending Able/ible

A. Careful pronunciation will usually indicate whether to use able or ible.

B. If the root word is a complete English word, the spelling able is usually used.

Examples: avail + able = available
knowledge + able = knowledgeable
value + able = valuable

C. If the root word is NOT a complete English word, the spelling ible is usually used.

Examples: vis + ible = visible
feas + ible = feasible
aud + ible = audible

D. Commonly misspelled words

available	acceptable
valuable	feasible
eligible	invisible
permissible	employable
dependable	responsible

Complete Assignment Sheet #4; check the answers with your instructor.

V. Words Spelled with the Ending Ant/ance, ent/ence

A. Careful pronunciation will often indicate which spelling to use.

B. If the root word is a complete English word, the correct spelling is usually with the letter a.

Examples: defend + ant = defendant
attend + ance = attendance

C. If the root word is NOT a complete English word, the correct spelling is usually with the letter e.

Examples: anci + ent = ancient
audi + ence = audience

D. If a word ends in ence, it can usually end in ent.

Example: convenience, convenient

E. If a word ends in ance, it can usually end in ant.

Example: importance, important

F. Commonly misspelled words

appearance	excellent	occurrence
attendance	existence	performance
confident	experience	prominent
delinquent	guidance	reference
difference	maintenance	superintendent

Complete Assignment Sheet #5; check answers with your instructor.

VI. Words Spelled with the Ending Ize/ise/yze

A. Only TWO commonly used words have the spelling yze: analyze and paralyze.

B. If the "eyes" word is formed from an incomplete word, the spelling is usually ise.

Examples: surprise exercise advertise

C. More words are spelled ize than are spelled yze or ise. If the derivative is formed from a complete word, the correct spelling is usually ize.

Examples: item + ize = itemize
modern + ize = modernize
real + ize = realize

D. Commonly misspelled words

analyze	revise
surprise	centralize
rise	generalize
clockwise	itemize
supervise	realize

Complete Assignment Sheet #6; check answers with your instructor.

VII. Words Spelled with the Ending Sede/ceed/cede

A. ONLY one word ends in sede: supersede.

B. ONLY three words end in ceed: exceed, proceed, succeed.

C. However, derivatives of these three words are spelled with one e: excess procedure success

D. In all other words, the sound of "seed" is spelled cede.

Examples: precede accede concede

E. Commonly misspelled words

succeed	concede
procedure	exceed
precede	recede
accede	supersede

Complete Assignment Sheet #7; check answers with your instructor.

VIII. Words Spelled with Ie/ei Combination

A. Words containing ie/ei are usually spelled by the following rule:

1. I before e

Examples: believe relieve yield brief

2. Except after c (or sound of c)

Examples: receipt ceiling deceive

Exceptions: financier, ancient

3. Or when sounded like a, as in neighbor and weigh

Examples: weigh veil freight eight

B. Also, spell ei in these words which are exceptions to the above rules:

forfeit	leisure	height	either	seize
neither	weird	counterfeit		

C. Commonly misspelled words

believe	convenient
receipt	patience
seize	brief
either	piece
receive	variety
experience	client

Complete Assignment Sheet #8; check answers with your instructor.

IX. Contractions

Contractions are words that have been made by combining two words and leaving out one or more letters to make the word shorter.

A. When a contraction is formed, an apostrophe (') is placed where the letter (or letters) is omitted.

Examples: Contraction	Meaning	Omission
he'll	he will	wi
I'd	I would	woul
she's	she is	i
we've	we have	ha

B. The following words are often used incorrectly. STUDY THEM CAREFULLY!

Word	Meaning
its	belonging to or done by it
it's	it is or it has
theirs	belonging to them
there's	there is
whose	belonging to them
who's	who is
your	belonging to or done by you
you're	you are

C. Commonly misspelled words

it's	I've
who's	you've
you're	can't
there's	won't
he'll	we'll

Complete Assignment Sheet #9; check answers with your instructor.

X. One Word, Two Words, Hyphenated?

You will often have to decide whether a word should be spelled as one word or as two words, or perhaps should be spelled with a hyphen. A few basic guidelines follow:

A. One word or two or more words?

1. Some words may be written as either one word or two words depending on the meaning.

Example:		
	anyone	any one
	into	in to
	everyone	every one

2. To avoid spelling these words incorrectly, you can:

a. Learn the meaning of the words, both as one word and as two words.

b. Refer to the dictionary whenever you are not sure which to use.

3. A few words should ALWAYS be written as one word:

Examples: cannot, nevertheless, somebody

4. Some words are ALWAYS written as two words.

Examples: a lot, all right, no one.

B. Hyphenated?

Whether or not two or more words should be hyphenated depends on how the words are used within a sentence.

1. If one of the words is an adjective that ends in ly, a hyphen is needed.

HINT: Try leaving out the word following the ly word. If the sentence still makes sense, use the hyphen; otherwise, leave out the hyphen.

Example: highly valued stenographers (no hyphen)
costly-looking typewriter (hyphen needed)

2. A compound adjective phrase (several words that describe the following noun) BEFORE a noun should be hyphenated.

Example: an up-to-date filing system
However: a filing system that is up to date

Example: an interest-bearing note
However: a note bearing interest

3. Compound words that begin with <u>self</u> need a hyphen.

Examples: self-evident
self-defense

However, if the root word is <u>self</u> and is followed by a suffix, the hyphen is not needed:

Example: selfish

4. Use a hyphen in spelled-out compound numbers from 21 through 99.

Complete Assignment Sheet #10; check answers with your instructor.

XI. Commonly Confused Words

A. Many words are misspelled or used incorrectly because they sound alike or look or sound somethat alike.

Examples: <u>Sound Alike</u>

to, too, two
air, heir
cite, sight, site
allowed, aloud
bare, bear
billed, build
principal, principle
wave, waive

<u>Look or Sound Somewhat Alike</u>

accede, exceed
adept, adopt
choose, chose
addition, edition
cooperation, corporation
desert, dessert
loose, lose
quiet, quite

B. You should make every effort to learn the differences between words that are commonly confused. Any time you are not sure which word to use, do look the words up in a dictionary. Also, many reference manuals contain lists of these troublesome words and a brief meaning for each. If you have such a list of commonly confused words, you might wish to mark those that seem to cause you difficulty.

Complete Assignment Sheet #11; check answers with your instructor.

XII. Word Meanings

There are three ways to define a word that you don't know:

A. Context (the words surrounding the word you don't know). Read the sentence or even the whole paragraph in which the word appears. Sometimes the other words directly or indirectly define the unknown word.

B. Analysis (take apart) or etymology (study of word origins). Examine each part of the word.

1. Most English words come from Old English; however, many also come from Latin and Greek.

2. The following examples show how words may be analyzed:

Example:	Word	Literal Meaning
	audi/torium	hearing/place for
	audio-/visual	hearing/seeing
	tele/vision	far/seeing
	tele/graph	far/writing
	philo/logy	lover of/word, speech
	phil/anthropist	lover of/mankind
	demo/cracy	people/rule by
	demo/graphy	people/writing (writings about vital and social statistics)
	dicta/phone	say/sound
	bene/diction	true/say

C. Dictionary - If you are unable to define the unknown word by using context or word analysis, then you should use a dictionary. The dictionary will tell you exactly how to pronounce the word, what the meaning(s) of the word is and will also give you the etymology of the word.

Complete Assignment Sheet #12; check answers with your instructor.

XIII. Business Vocabulary

A. The ability to use a basic business vocabulary will help you choose words correctly, and you will need to spend less time looking up words in a dictionary. In addition to being able to spell words correctly, you should understand the meaning of words.

B. Vocabulary can be improved. Following are a few suggestions for improving your vocabulary:

1. Become word-conscious. Be alert to unfamiliar words.

2. Follow suggestions in III. B. to determine the meaning of new words.

3. Once you understand the meaning of a word, practice using it until it becomes a part of your vocabulary.

The assignment sheets for business vocabulary will give you practice in working with some words that are frequently used in business.

Complete Assignment Sheet #13; check answers with your instructor.

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

ASSIGNMENT SHEET #1--REFERENCES

(Part A)
Directions: Complete the following sentences.

1. A/an _____ dictionary may be used to locate a word that you are not familiar with and cannot find in a desk dictionary.

2. A handy reference for looking up the correct division points in a word is a _____ dictionary.

3. If you are writing a letter and want to know what word to use to express the idea of honesty, you might use a _____.

4. When you are typing a letter and want to check the rules for using commas, you might use a _____.

5. If you have just taken a new job and need to study the letter style used by your company, you would ask for a copy of the _____.

6. If you accept a position as a medical secretary, you would probably want to have a _____ dictionary for reference.

7. If the top guide on page 600 of a dictionary is ground to grove, you would probably find the word grouch on page _____.

8. You will probably use a _____ dictionary for most references for checking correct spelling and word usage.

9. Many words are spelled incorrectly because they are not _____ correctly.

10. Athletic is often misspelled because letters are _____ when the word is pronounced.

11. February is often misspelled because letters are _____ when the word is pronounced.

12. A synonym for the word business is _____.

(Part B)
Directions: How quickly can you locate words in the dictionary? Using a standard desk dictionary, look up the following words in the order listed. Write down the time you begin and the time you complete the exercise. (You may wish to have someone else time you.)

Time began:_____ Time completed:_____

Total time: Minutes _____ Seconds _____

1. adjacent	8. subpoena
2. hygiene	9. persuade
3. wield	10. irrelevant
4. guarantee	11. exaggerate
5. omelet	12. bankruptcy
6. yield	13. parallel
7. technique	14. miscellaneous

If you took more than six (6) minutes to locate these words, repeat the exercise--try to increase your speed.

(Part C)
Directions: A knowledge of the alphabet is very important if you are to use the dictionary well. Write the following words in alphabetic order on the lines at the right. Record the time you begin and end the exercise. Work as fast as you can.

Time began: _____ Time completed: _____

Total: Minutes _____ Seconds _____

1. recommend	1._____
2. privilege	2._____
3. succeed	3._____
4. column	4._____
5. analyze	5._____
6. writing	6._____
7. across	7._____
8. grammar	8._____
9. partial	9._____
10. interfere	10._____

(Part D)
Directions: The following words are NOT spelled correctly. Use a dictionary to look up the correct spelling for each word and write the correct spelling on the line at the right.

1.	busines	1. _____
2.	concensus	2. _____
3.	pamplet	3. _____
4.	comittee	4. _____
5.	persue	5. _____
6.	supercede	6. _____
7.	useing	7. _____
8.	occurr	8. _____
9.	develope	9. _____
10.	greatful	10. _____

ASSIGNMENT SHEET #2--PREFIXES

(Part A)
Directions: Add the prefix indicated to the following words. Write the completed word on the line at the right.

PREFIX:	under
1. rate	1._____
2. stand	2._____
PREFIX:	over
3. paid	3._____
4. rate	4._____
PREFIX:	dis
5. regard	5._____
6. trust	6._____
PREFIX:	un
7. named	7._____
8. needed	8._____
PREFIX:	mis
9. spell	9._____
10. spend	10._____

(Part B)
Directions: Two spellings are given for each of the following words. Select the correct spelling and write it on the line at the right.

1. overpass, overrpass	1._____
2. illegal, illlegal	2._____
3. disstrust, distrust	3._____
4. overrlook, overlook	4._____
5. impossible, immpossible	5._____
6. interrview, interview	6._____

7. iregular, irregular 7._____

8. dismay, dissmay 8._____

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ASSIGNMENT SHEET #3--SUFFIXES

(Part A)
Directions: Using the suffix indicated for each of the following words, form the correct derivative on the line at the right.

SUFFIX:		ing
1.	define	1._____
2.	guide	2._____
3.	like	3._____
4.	please	4._____
5.	win	5._____
6.	play	6._____
SUFFIX:		ed
7.	believe	7._____
8.	use	8._____
9.	distribute	9._____
10.	order	10._____
11.	produce	11._____
12.	beautify	12._____
13.	enroll	13._____
14.	plan	14._____
SUFFIX:		ment
15.	arrange	15._____
16.	excite	16._____
17.	improve	17._____
18.	require	18._____
19.	fulfill	19._____

SUFFIX:	ly
20. actual	20._____
21. sure	21._____
22. due	22._____
23. gentle	23._____

(Part B)
Directions: Select the correct spelling for each word listed below. Write the correct spelling on the line at the right.

1. benefited, benefitted	1._____
2. equipped, equiped	2._____
3. changeing, changing	3._____
4. skillfully, skillfuly	4._____
5. entirely, entirly	5._____
6. argument, arguement	6._____
7. hurrying, hurring	7._____
8. icy, icey	8._____

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ASSIGNMENT SHEET #4--ABLE/IBLE

(Part A)
Complete the following sentences.

1. If the root word is not a complete English word, the spelling _____ is usually used.

2. If the root word is a complete English word, the spelling _____ is usually used.

(Part B)
Directions: For each of the following items, decide whether the correct suffix is able or ible and write the completed word on the line at the right.

1. agree 1._____
2. mail 2._____
3. rely 3._____
4. like 4._____
5. poss 5._____
6. terr 6._____
7. revers 7._____
8. port 8._____
9. consider 9._____
10. favor 10._____

(Part C)
Directions: Two spellings are given for each of the following words. Select the correct spelling and write it on the line at the right.

1. knowledgeable, knowledgeible 1._____
2. variable, varible 2._____
3. accessable, accessible 3._____
4. sensible, sensable 4._____
5. flexable, flexible 5._____

ASSIGNMENT SHEET #5--ANT/ANCE, ENT/ENCE

(Part A)
Complete the following.

1. Whether to use ant or ent can often be determined by careful _____.

2. If a word ends in ance, it can usually end in ___nt.

3. If the root word is a complete English word, the correct spelling is usually with the letter _____.

4. If a word ends in ence, it can usually end in ___nt.

5. If the root word is not a complete English word, the correct spelling is usually with the letter_____.

(Part B)
Directions: Make words by adding ance or ence to each of the following items. Write the completed word on the line at the right.

1.	clear	1._____
2.	reluct	2._____
3.	pres	3._____
4.	pati	4._____
5.	viol	5._____
6.	allow	6._____
7.	audi	7._____
8.	exist	8._____
9.	consequ	9._____
10.	accept	10._____

(Part C)
Directions: Make words by adding ant or ent to each of the following items. Write the completed word on the line at the right.

1.	evid	1._____
2.	insist	2._____
3.	intellig	3._____

4. defend 4._____

5. account 5._____

6. assist 6._____

7. promin 7._____

8. applic 8._____

9. signific 9._____

10. consult 10._____

(Part D)

Directions: For each numbered word below, place a C on the line at the right if the word is spelled correctly. If the word is NOT spelled correctly, write the correct spelling on the line at the right.

A dictionary is a good reference[1] for spelling. 1._____

Correspondance[2] specialists need good typing skills. 2._____

Employers consider good school attendence[3] to be important. 3._____

Insurance[4] firms employ many clerical workers. 4._____

A job applicant[5] should be neat in appearance.[6] 5._____

6._____

Letters should be typed in accordence[7] with the company manual. 7._____

"Please send your remittence[8] to settle your delinquent[9] account." 8._____

9._____

A good secretary should be intelligant,[10] patient,[11] and efficiant.[12] 10._____

11._____

12._____

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ASSIGNMENT SHEET #6--IZE/ISE/YZE

(Part A)
Directions: Complete the following sentences.

1. The two words that end in yze are: _____ and _____.

2. More words end in (ize or ise)_____ than in (ize or ise) _____.

(Part B)
Directions: In the following material, place a C on the line at the right if the numbered word is spelled correctly. If the numbered word is not spelled correctly, write the correct spelling on the line at the right.

Please ship the merchandise[1] promptly 1. _____

A good file clerk[2] needs to be able to alphabetise[2] quickly. 2. _____

A secretary[4] must have the ability to organyze[3] and utilize[4] time well. 3. _____

4. _____

These words are sometimes[5] misspelled in written correspondence: surprise[5], advertise[6], realise[7], specialyze[8], economise[9], and enterprize[10]. 5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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ASSIGNMENT SHEET #7--SEDE/CEED/CEDE

(Part A)
Directions: Complete the following sentences.

1. The one word that ends with sede is _____.

2. The three words that end with the spelling ceed are:

   (1)_____, (2)_____, and (3)_____.

(Part B)
Directions: Two spellings are given for each word listed below. Select the correct spelling and write it on the line at the right.

1. succeed, suceed	1._____
2. excede, exceed	2._____
3. supersede, superceed	3._____
4. conceed, concede	4._____
5. recede, resede	5._____

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ASSIGNMENT SHEET #8--IE/EI

(Part A)
Directions: From memory, write the rhyme that contains the basic spelling rules for ie/ei letter combinations.

_____

_____

_____

_____

(Part B)
Directions: Complete the following words by writing either ie or ei in the blanks.

1. consc_ _ntious
2. conven_ _nce
3. for_ _gn
4. h_ _ght
5. exper_ _nce
6. l_ _sure
7. rec_ _ve
8. s_ _ze
9. bel_ _ve
10. br_ _f

(Part C)

Directions: For each of the following words, place a C on the line at the right if the word is spelled correctly. If the word is not spelled correctly, write the correct spelling on the line at the right.

1. achieve 1._____
2. reciept 2._____
3. yield 3._____
4. beleivable 4._____
5. cashier 5._____
6. cheif 6._____
7. forfeit 7._____

8.	peice	8._____
9.	science	9._____
10.	thier	10._____

ASSIGNMENT SHEET #9--CONTRACTIONS

(Part A)
Directions: Complete the following sentence.

A contraction is formed by_____

_____.

(Part B)
Directions: On the line provided, write the correct contractions for the words listed below.

1. they are 1._____

2. who would 2._____

3. I will 3._____

4. can not 4._____

5. you are 5._____

(Part C)
Directions: On the lines provided, write the words represented by the following contractions.

1. they've 1._____

2. they're 2._____

3. it's 3._____

4. she's 4._____

5. we've 5._____

ASSIGNMENT SHEET #10--ONE WORD, TWO WORDS, HYPHENATED?

(Part A)
Directions: If the words underlined should be hyphenated, place an H on the line at the right. If the words underlined should not be hyphenated, place an N on the line at the right.

1. self confidence 1._____
2. house to house survey 2._____
3. survey taken from house to house 3._____
4. thirty three 4._____
5. up to date records 5._____
6. records are up to date 6._____
7. selfish 7._____
8. forty four 8._____

(Part B)
Directions: If the word or words underlined are correct, place a C on the line at the right. If the word or words underlined are NOT correct, place a N on the line at the right.

1. prepay 1._____
2. how ever 2._____
3. forever 3._____
4. in-to 4._____
5. two story building 5._____
6. likely-looking applicant 6._____
7. self addressed envelope 7._____
8. sixty four 8._____
9. can not 9._____
10. four-year term 10._____

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ASSIGNMENT SHEET #11--COMMONLY CONFUSED WORDS

(Part A)
Directions: For each item below, select the word in parentheses that will complete the statement correctly. Write the correct word on the line at the right.

1. cannot (accept, except) your postdated check 1._____
2. to (affect, effect), or bring about, this situation 2._____
3. should be (adapt, adept, adopt) in spelling 3._____
4. the latest (addition, edition) of the handbook 4._____
5. go (passed, past) the desk 5._____
6. will need more secretarial (personal, personnel) 6._____
7. interest and (principal, principle) are due on 7._____
8. need to (choose, chose) a word processing supervisor 8._____
9. no (later, latter) than 1 p.m. 9._____
10. replenish (stationary, stationery) supplies 10._____
11. to (device, devise) a system 11._____
12. to (advice, advise) us of options 12._____
13. select a new building (cite, sight, site) 13._____
14. in (access, excess) of last year's income 14._____
15. (quiet, quite) able to handle the duties 15._____
16. suffer a (loose, lose, loss) of shorthand skill 16._____
17. in scheduling (patience, patients) to see the 17._____
18. could be (liable, lible) for the damage 18._____
19. (respectably, respectfully, respectively) yours 19._____
20. you, (to, too, two), are invited 20._____

(Part B)
Directions: If the underlined word is correct, place a C on the line at the right. If the underlined word is not correct, write the correct word on the line at the right.

1.	meet daily <u>except</u> Mondays	1._____
2.	may have an <u>effect</u> on our company	2._____
3.	to <u>adopt</u> the new handbook	3._____
4.	with the <u>edition</u> of one more secretary	4._____
5.	applicant <u>past</u> the typing test	5._____
6.	can <u>loose</u> your place in the dictation	6._____
7.	new typewriter has a <u>quiet</u> feature	7._____
8.	system provides telephone <u>access</u> to the center	8._____
9.	<u>receipt</u> of your check for	9._____
10.	<u>confidante</u> of your typing ability	10._____
11.	employee <u>morale</u> is important	11._____
12.	a place for <u>personal</u> items, such as coats	12._____
13.	the raise <u>their</u> hoping for	13._____
14.	wish to <u>compliment</u> you on the fine	14._____
15.	People were <u>their</u> today.	15._____

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ASSIGNMENT SHEET #12--WORD MEANINGS

(Part A)
Directions: Following the suggestions for defining words given in III. B., define briefly each of the underlined words and write your definition on the line at the right.

1. mimeograph the announcement 1. _____
2. telephone communication 2. _____
3. illegible notes 3. _____
4. items on the agenda 4. _____
5. unaware of conditions 5. _____
6. loan default is a serious 6. _____
7. ways to transmit information 7. _____
8. aid from a government subsidy 8. _____
9. word processing supervisor may have several subordinates 9. _____
10. prepaid insurance 10. _____

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ASSIGNMENT SHEET #13--BUSINESS VOCABULARY

(Part A)
Directions: Select the best word to complete each statement below. Write the word on the line at the right.

1. A/an_____is a travel plan which shows arrival and departure times.

   itinerary
   agenda
   drayage
   facsimile

   1._____

2. A _____contains 500 sheets of paper.

   quire
   gross
   ream
   pack

   2._____

3. _____refers to the full amount due without any discounts or deductions.

   net
   added
   quantity
   gross

   3._____

4. A record of goods on hand is called a/an_____.

   merchandise
   liability
   facsimile
   inventory

   4._____

5. Two or more sets of papers are combined by_____.

   collating
   emission
   sorting
   filing

   5._____

6. _____is the advantage a business has because of its reputation.

   overhead
   discount
   goodwill
   premium

   18._____

7. Computer programs are a type of _____.

software
hardware
overhead
microfiche

7._____

8. General expenses, such as rent, taxes and utilities, are referred to as _____.

markup
premium
emission
overhead

8._____

9. _____ is the act of operating a typewriter.

crediting
keyboarding
collating
transacting

9._____

10. Products are sold to _____.

creditors
agents
customers
representatives

10._____

11. To itemize means to _____.

add
count
compute
list in detail

11._____

12. _____ is a photographic record on a reduced scale in card form of printed or other graphic material.

microfilm
microfiche
software
OCR

12._____

13. Employees of a business are called _____.

overhead
goodwill
stockholders
personnel

50

13._____

14. A _____ is the amount due on an insurance policy.

premium
discount
dividend
credit

14._____

15. _____ exists when there is a cause for complaint.

arbitration
waiver
grievance
affidavit

15._____

(Part B)
Directions: For each word in Column A, select the best definition in Column B. Write the letter that identifies that definition on the line at the right.

COLUMN A	COLUMN B	ANSWERS
1. transmit	a. a company owned by another company	1._____
2. brochure	b. an itemized bill sent to a buyer	2._____
3. endorse	c. approve; write or sign on the back of a check	3._____
4. collateral	d. one who owns shares in a corporation	4._____
5. invoice	e. list of things to be done; matters to be discussed by a board	5._____
6. subsidiary	f. pamphlet, brief sketch or essay	6._____
7. facilitate	g. person or company to whom money is owed	7._____
8. revenue	h. send	8._____
9. capital	i. a copy; transmission and reproduction of material by electrical means	9._____
10. agenda	j. make easier	10._____
11. creditor	k. income from business operations	11._____
12. residual	l. date due	12._____
13. facsimile	m. assets remaining after amounts owed (liabilities) are subtracted	13._____
14. maturity	n. to put in order	14._____
15. stockholder	o. security pledged for the payment of a loan	15._____
	p. facts	
	q. remaining; left over; formed by subtraction of one quantity	

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

(Part A)

1. unabridged
2. spelling, word division
3. thesaurus
4. reference manual
5. office style manual, office manual, company handbook
6. medical
7. 599
8. desk, standard
9. pronounced
10. added
11. omitted, left out
12. commerce, trade, industry

(Part B)

Suggested time limit: 6 minutes

(Part C)

1. across
2. analyze
3. column
4. grammar
5. interfere
6. partial
7. privilege
8. recommend
9. succeed
10. writing

(Part D)

1. business
2. consensus
3. pamphlet
4. committee
5. pursue
6. supersede
7. using
8. occur
9. develop
10. grateful

ANSWERS TO ASSIGNMENT SHEET #2

(Part A)

1. underrate
2. understand
3. overpaid
4. overrate
5. disregard
6. distrust
7. unnamed
8. unneeded
9. misspell
10. misspend

(Part B)

1. overpass
2. illegal
3. distrust
4. overlook
5. impossible
6. interview
7. irregular
8. dismay

ANSWERS TO ASSIGNMENT SHEET #3

(Part A)

1. defining
2. guiding
3. liking
4. pleasing
5. winning
6. playing
9. distributed
10. ordered
11. produced
12. beautified
13. enrolled
14. planned
17. improvement
18. requirement
19. fulfillment
20. actually
21. surely
22. duly

7. believed
8. used
15. arrangement
16. excitement
23. gently

(Part B)

1. benefited
2. equipped
3. changing
4. skillfully
5. entirely
6. argument
7. hurrying
8. icy

ANSWERS TO ASSIGNMENT SHEET #4

(Part A)

1. ible
2. able

(Part B)

1. agreeable
2. mailable
3. reliable
4. lfkable
5. possible
6. terrible
7. reversible
8. portable
9. considerable
10. favorable

(Part C)

1. knowledgeable
2. variable
3. accessible
4. sensible
5. flexible

ANSWERS TO ASSIGNMENT SHEET #5

(Part A)

1. pronunciation
2. a
3. a
4. e
5. e

(Part B)

1. clearance
2. reluctance
3. presence
4. patience
5. violence
6. allowance
7. audience
8. existence
9. consequence
10. acceptance

(Part C)

1. evident
2. insistent
3. intelligent
4. defendant
5. accountant
6. assistant
7. prominent
8. applicant
9. significant
10. consultant

(Part D)

1. C
2. correspondence
3. attendance
4. C
5. C
6. C
7. accordance
8. remittance
9. C
10. intelligent
11. C
12. efficient

ANSWERS TO ASSIGNMENT SHEET #6

(Part A)

1. analyze, paralyze

2. ize, ise

(Part B)

1. C	6. C
2. alphabetize	7. realize
3. organize	8. specialize
4. C	9. economize
5. C	10. C

ANSWERS TO ASSIGNMENT SHEET #7

(Part A)

1. supersede

2. (1) exceed, (2) proceed, (3) succeed

(Part B)

1. succeed

2. exceed

3. supersede

4. concede

5. recede

ANSWERS TO ASSIGNMENT SHEET #8

(Part A)

I before e except after c or when sounded like ā as in neighbor and weigh.

(Part B)

1. ie	6. ei
2. ie	7. ei
3. ei	8. ei
4. ei	9. ie
5. ie	10. ie

(Part C)

1. C
2. receipt
3. C
4. believable
5. C
6. chief
7. C
8. piece
9. C
10. their

ANSWERS TO ASSIGNMENT SHEET #9

(Part A)

1. inserting (placing) an apostrophe where the letter (or letters) is omitted.

(Part B)

1. they're
2. who'd
3. I'll
4. can't
5. you're

(Part C)

1. they have
2. they are
3. it is
4. she is
5. we have

ANSWERS TO ASSIGNMENT SHEET #10

(Part A)

1. H
2. H
3. N
4. H
5. H
6. N
7. N
8. H

(Part B)

1. C	6. C
2. N	7. N
3. C	8. N
4. N	9. N
5. N	10. C

ANSWERS TO ASSIGNMENT SHEET #11

(Part A)

1. accept	6. personnel	11. devise	16. loss
2. effect	7. principal	12. advise	17. patients
3. adept	8. choose	13. site	18. liable
4. edition	9. later	14. excess	19. respectfully
5. past	10. stationery	15. quite	20. too

(Part B)

1. C	6. lose	11. C
2. C	7. C	12. C
3. C	8. C	13. they're
4. addition	9. receipt	14. C
5. passed	10. confident	15. there

ANSWERS TO ASSIGNMENT SHEET #12

1. initiate/write
2. far/sound
3. in (or not)/to read
4. to do
5. not/aware
6. away/to fail (fail to do something required)
7. over, across/to send
8. under, beneath, below/support
9. under, beneath, below/to order
10. before (in front of)/to pay

ANSWERS TO ASSIGNMENT SHEET #13

(Part A)

1. itinerary
2. ream
3. Gross
4. inventory
5. collating
6. Goodwill
7. software
8. overhead
9. Keyboarding
10. customers
11. list in detail
12. Microfiche
13. personnel
14. premium
15. Grievance

(Part B)

1. h
2. f
3. c
4. o
5. b
6. a
7. j
8. k
9. m
10. e
11. g
12. q
13. i
14. l
15. d

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WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

PRETEST

I. Directions: Complete the following sentences.

1. If the top guide on page 900 of a dictionary is quint to quiz, the word quote would probably be found on page _____.

2. If you want to find a word to express the idea of attitude, you might refer to a/an _____.

II. Directions: For each of the following groups of words, select the word that is not spelled correctly. Underline the misspelled word and write the correct spelling of the word on the line at the right.

1. unnamed, misspell, overpaid, uneeded 1._____

2. pleasing, planned, truely, duly 2._____

3. gentley, judgment, changeable, usage 3._____

4. convenient, importance, evidence, attendence 4._____

5. their, breif, believe, deceive 5._____

6. surprise, advertise, realize, organyze 6._____

7. precede, proceedure, exceed, succeed 7._____

8. libary, theory, February, liable 8._____

III. Directions: Underline errors in the following sentences. Write the correction on the line at the right.

1. The business needs to improve it's image. 1._____

2. We can not proceed without further directions. 2._____

3. Three new employees will be hired in February to bring our filing system up-to-date. 3._____

4. Twentyfour secretaries have signed the complaint. 4._____

5. Chose the colors you prefer for the office carpeting. 5._____

6. Please reply at your earliest conveneince. 6._____

7. Mispelled words create a poor impression. 7._____

8. It is impossible to grant you're request at this time. 8._____

9. The order will be shiped to you within 60 days. 9._____

10. Successful performence on the job is the ultimate goal. 10._____

IV. Directions: Select the best word to complete each statement. Write the word selected on the line at the right.

1. These three sets of papers need to be _____. 1._____

emitted or collated

2. Many business firms now keep files in reduced form on cards called _____. 2._____

microfiche or microfilm

3. Insurance _____ must be paid to keep the policy in force. 3._____

dividends or premiums

4. The _____ lists the items to be discussed at the meeting. 4._____

itinerary or agenda

5. A considerable amount of money is owed to our _____. 5._____

creditors or debtors

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

POSTTEST I

I. Directions: Complete the following sentences.

1. In addition to a standard dictionary, two references that may be used in an office are

   a. _____

   b. _____

2. To check word division, a _____ dictionary would probably be used.

II. Directions: For each of the following groups of words, select the word that is not spelled correctly. Underline the misspelled word and write the correct spelling of the word on the line at the right.

1. misspend, overpaid, immpossible, irregular 1. _____
2. beginning, different, fuly, stayed 2. _____
3. responsable, feasible, available, eligible 3. _____
4. guidance, attendence, excellent, reference 4. _____
5. client, believe, either, peice 5. _____
6. itemise, revise, rise, clockwise 6. _____
7. supersede, succeed, excede, precede 7. _____
8. drowned, Febuary, secretary, because 8. _____

III. Directions: Underline errors in the following sentences. Write the correction on the line at the right.

1. The results of your good work are self evident. 1. _____

2. Theirs no excuse for the error. 2._____

3. Every one should be present. 3._____

4. If you can not attend, please tell your supervisor. 4._____

5. Most employees work a 40 hour week. 5._____

6. It's not to late to place your order. 6._____

7. The athaletic shoes you ordered are being shipped today. 7._____

8. We need to bring the report up-to-date. 8._____

9. A self-addressed envelope is enclosed for your conveneince. 9._____

10. Please order twenty four boxes of pencils before the end of February. 10._____

IV. Directions: Select the best word to complete each statemen.. Write the word selected on the line at the right.

1. If you need 500 sheets of paper, you should order a/an _____. 1._____

quire or ream

2. To take a physical _____, the goods on hand are counted. 2._____

inventory or facsimile

3. Employees with complaints should follow the established _____ procedure. 3._____

grievance or arbitration

4. _____ is the general term used for computer equipment. 4._____

software or hardware

5. January 31 is the _____ date of this loan. 5._____

maturity or residual

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WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

POSTTEST II

I. Directions: List one reference you would use to locate the information needed in each item below.

1. Pronunciation of the word thesaurus. 1._____

2. A word that means the same as the word copy. 2._____

II. Directions: For each of the following groups of words, select the word that is not spelled correctly. Underline the misspelled word and write the correct spelling of the word on the line at the right.

1. irregular, impossible, mispell, beginning 1._____

2. Febuary, secretary, drowned, because 2._____

3. preferred, obtained, creditted, stopping 3._____

4. truly, arguing, continuing, duely 4._____

5. receipt, believe, either, decieve 5._____

6. succeed, supersede, exceed, procede 6._____

7. appearance, maintenence, prominent, excellent 7._____

8. realise, centralize, surprise, analyze 8._____

III. Directions: Underline errors in the following sentences. Write the correction on the line at the right.

1. Each typewriter has its' own special features. 1._____

2. We will issue an interest bearing-note for $100. 2._____

3. Every one should place emphasis on good spelling and correct word usage. 3._____

4. Please return your check in the enclosed self addressed envelope. 4._____

5. If you're spelling is good, you will spend less time looking up words in a dictionary. 5._____

6. We are replacing thirty six secretarial desks. 6._____

7. You may only work a four day week in the office of the future. 7._____

8. A filing system must constantly be kept up-to-date. 8._____

9. Some administrative secretaries may be asked to do lihary research for their supervisors. 9._____

10. The committee will chose the colors for the new desks. 10._____

IV. Directions: Select the best word to complete each statement. Write the word selected on the line at the right.

1. The _____ for the meeting needs to be prepared before 3 p.m. today. 1._____

agenda or itinerary

2. We must provide a/an _____list of inventory. 2._____

itemized or residual

3. If the bill is paid within the discount period, the _____ amount should be paid. 3._____

gross or net

4. When labor and management cannot agree, they may use a process called _____. 4._____

arbitration or waiver

5. The note must be paid on or before the _____date. 5._____

markup or maturity

WRITTEN COMMUNICATIONS
MODULE IV - Spelling and Vocabulary

ANSWERS TO PRETEST

I.
1. 901
2. Thesaurus

II.
1. unneeded
2. truly
3. gently
4. attendance
5. brief
6. organize
7. procedure
8. library

III.
1. its
2. cannot
3. up to date
4. twenty-four
5. Choose
6. convenience
7. Misspelled
8. your
9. shipped
10. performance

IV.
1. collated
2. microfiche
3. premiums
4. agenda
5. creditors

ANSWERS TO POSTTEST I

I. 1. Any two of the following: unabridged dictionary, spelling or word division dictionary, thesaurus, medical or legal dictionary, reference manual, book of synonyms, handbook, office or company manual

2. word division or spelling

II. 1. impossible
2. fully
3. responsible
4. attendance
5. piece
6. itemize
7. exceed
8. February

III. 1. self-evident
2. There's
3. Everyone
4. cannot
5. 40-hour
6. too
7. athletic
8. up to date
9. convenience
10. twenty-four

IV. 1. ream
2. inventory
3. grievance
4. hardware
5. maturity

ANSWERS TO POSTTEST II

I.
1. Any one of the following: standard dictionary, unabridged dictionary
2. Any one of the following: standard dictionary, unabridged dictionary, book of synonyms

II.
1. misspell
2. February
3. credited
4. duly
5. deceive
6. proceed
7. maintenance
8. realize

III.
1. its
2. interest-bearing note
3. Everyone
4. self-addressed
5. your
6. thirty-six
7. four-day
8. up to date
9. library
10. choose

IV.
1. agenda
2. itemized
3. net
4. arbitration
5. maturity

ANSWERS TO AUDIO TAPE SPELLING CHECKS

Following are lists of words in the order they are dictated on the audio tape spelling checks. You may wish to select words from this complete list to use as an optional part of the posttest.

I. Often Mispronounced

library	maintenance
drowned	across
secretary	because
February	extraordinary
theory	regular

II. Prefixes

illegal	unneeded
dissatisfy	overlook
impartial	disregard
undertake	underpaid

III. Suffixes

supplying	stayed
truly	satisfied
fully	judgment
beginning	noticeable
different	shipped

IV. Able/ible

valuable	available
permissible	eligible
acceptable	employable
feasible	dependable
responsible	invisible

V. Ant/ance, ent/ence

attendance	performance	guidance
delinquent	reference	existence
excellent	superintendent	difference
experience	prominent	confident
maintenance	occurrence	appearance

VI. Ize/ise/yze

analyze	revise
surprise	centralize
rise	generalize
clockwise	itemize
supervise	realize

VII. Sede/ceed/cede

recede	exceed
succeed	accede
supersede	concede
procedure	precede

VIII. Ie/ei

client	patience
believe	brief
variety	seize
receipt	receive
either	convenient
experience	piece

IX. Contractions

you're	he'll
I've	who's
won't	can't
we'll	there's
it's	you've

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